

2023 Annual Implementation Plan

for improving student outcomes

Vermont South Special School (5025)



Submitted for review by Clare Merison (School Principal) on 20 June, 2023 at 02:40 PM
Endorsed by Richard Lambert (Senior Education Improvement Leader) on 20 June, 2023 at 02:46 PM
Endorsed by Tash Brusco (School Council President) on 22 June, 2023 at 08:26 AM

Self-evaluation summary - 2023

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Emerging moving towards Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Emerging moving towards Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Emerging moving towards Evolving
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Emerging moving towards Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	Even taking the tumultuous 2 years of COVID 19 into consideration and 1 year of COVID aftermath, we have completed a very successful 4 years of our strategic plan. This last year has been a refinement and consolidation of all that we have been working towards and as a leadership team we feel very proud of our amazing staff who have supported the students to be their best.
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<p>Considerations for 2023</p>	<p>We have a number of new staff who joined this year and we have new staff beginning in 2023. We want to improve the connection between assessment and goals setting and planning. We want to continue the process of embedding observations and feedback cycles, the use of visible interactive goals and to continue to support staff to moderate samples of student work. Continuation of tutor program - new staff on board to run this. To continue to work closely with Indigenous families and students and the KESO so that they are fully supported. Determine what additional supports are best suited for our students in anticipation of mental health funding Look at the role of the Primary Welfare Officer and determine how best we can support students.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To maximise the learning growth of all students
Target 2.1	By 2026 improve the percentages of students achieving one or more progression points in the two-year period from the second year of 'middle learning' to the end of first year 'seniors learning' for: <ul style="list-style-type: none"> • Reading at 88.28% (based on the 2 cohorts from 2019-2022) to 93% • Writing at 75% (based on the 2 cohorts from 2019-2022) to 80% • Numeracy at 85.71% (based on the 2 cohorts from 2019-2022) to 90%
Target 2.2	By 2026 increase the percentage of positive responses in the Attitudes to School Survey factors from 2022 figures for: <ul style="list-style-type: none"> • Differentiated learning challenge from 95% to 96% • Self-regulation and goal setting from 95% to 96%

	<ul style="list-style-type: none"> • Student voice and agency above 92%
Target 2.3	<p>By 2026 increase the percentage of positive responses in the School Staff Survey factors based on 2022 figures from:</p> <ul style="list-style-type: none"> • 77% to 82% for collective efficacy • 62% to 72% for academic emphasis • 91% to 93% for use student feedback to improve practice
Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen school capabilities to deliver consistent quality practice that promotes the learning growth of all students
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen PLCs to support teachers towards continuous improvement in teaching practice
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen authentic student voice and agency in their learning

Goal 3	To maximise the wellbeing of all students
Target 3.1	<p>By 2026 maintain the percentage of positive responses in the Attitudes to School Survey factors based on 2022 figures for:</p> <ul style="list-style-type: none"> • perseverance above 95% • sense of inclusion above 93% • emotional awareness and regulation above 95% (in Emotional engagement and relationships domain)
Target 3.2	<p>By 2026 increase the percentage of positive responses in the Parent Opinion Survey factors from 2022 figures for:</p> <ul style="list-style-type: none"> • student voice and agency from 86% to 90% • not experiencing bullying from 67% to 75% • teacher communication from 88% to 90%
Target 3.3	<p>By 2026 increase the percentage of positive responses in the School Staff Survey factors based on 2022 figures from:</p> <ul style="list-style-type: none"> • 64% to 68% for trust in students and parents • 86% to 88% for parent and community involvement • 75% to 80% for staff physical safety
Key Improvement Strategy 3.a	Strengthen authentic student voice and agency in their engagement and wellbeing

<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Further refine and embed the SWPBS approach</p>
<p>Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Strengthen family partnerships and community engagement</p>

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>All students will be assessed in line with the whole school assessment schedule. The data will inform achievable yet challenging individual learning goals for each student in numeracy and literacy. This in turn will improve student engagement in their learning.</p>
To maximise the learning growth of all students	No	<p>By 2026 improve the percentages of students achieving one or more progression points in the two-year period from the second year of 'middle learning' to the end of first year 'seniors learning' for:</p> <ul style="list-style-type: none"> • Reading at 88.28% (based on the 2 cohorts from 2019-2022) to 93% • Writing at 75% (based on the 2 cohorts from 2019-2022) to 80% • Numeracy at 85.71% (based on the 2 cohorts from 2019-2022) to 90% 	
		<p>By 2026 increase the percentage of positive responses in the Attitudes to School Survey factors from 2022 figures for:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 95% to 96% • Self-regulation and goal setting from 95% to 96% • Student voice and agency above 92% 	
		<p>By 2026 increase the percentage of positive responses in the School Staff Survey factors based on 2022 figures from:</p>	

		<ul style="list-style-type: none"> • 77% to 82% for collective efficacy • 62% to 72% for academic emphasis • 91% to 93% for use student feedback to improve practice 	
To maximise the wellbeing of all students	No	<p>By 2026 maintain the percentage of positive responses in the Attitudes to School Survey factors based on 2022 figures for:</p> <ul style="list-style-type: none"> • perseverance above 95% • sense of inclusion above 93% • emotional awareness and regulation above 95% (in Emotional engagement and relationships domain) 	
		<p>By 2026 increase the percentage of positive responses in the Parent Opinion Survey factors from 2022 figures for:</p> <ul style="list-style-type: none"> • student voice and agency from 86% to 90% • not experiencing bullying from 67% to 75% • teacher communication from 88% to 90% 	
		<p>By 2026 increase the percentage of positive responses in the School Staff Survey factors based on 2022 figures from:</p> <ul style="list-style-type: none"> • 64% to 68% for trust in students and parents • 86% to 88% for parent and community involvement • 75% to 80% for staff physical safety 	

Goal 1	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
12-month target 1.1-month target	<p>All students will be assessed in line with the whole school assessment schedule. The data will inform achievable yet challenging individual learning goals for each student in numeracy and literacy. This in turn will improve student engagement in their learning.</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

Define actions, outcomes, success indicators and activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.			
12-month target 1.1 target	All students will be assessed in line with the whole school assessment schedule. The data will inform achievable yet challenging individual learning goals for each student in numeracy and literacy. This in turn will improve student engagement in their learning.			
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy			
Actions	Build staff capability to analyse data. Build staff capability to plan for differentiation based on student data Build staff capability to teach at student's point of need taking into account that all of our students have an intellectual disability.			
Outcomes	Students receive support at their point of learning and wellbeing need Teachers receive professional learning and support from learning specialists to use data to plan for learning and to support wellbeing Teachers identify students' point of need in learning and wellbeing and then employ strategies to support their learning Scope and sequence shows sequential skill development			
Success Indicators	Planning documents show evidence of planning for differentiation and sequential learning in line with agreed pedagogy Notes from peer observations and learning walks show that staff are implementing effective differentiation practices AtoSS - stimulated learning SSS - instructional leadership, collective efficacy			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop a professional learning plan that supports staff to develop strategies for differentiation	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

		<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	
Plan for and schedule opportunities for Learning Specialists to model shared pedagogy (lesson structure, hands on materials, active learning) with an emphasis on differentiation		<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$34,171.90 <input checked="" type="checkbox"/> Equity funding will be used
Review planning documentation to ensure that they are inline with agreed pedagogy (lesson structure, hands on materials, active learning) and the school's scope and sequence		<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable				
Actions	Improve student attendance per the school 3-tiered response Work towards gaining Gold SWPBS accreditation				
Outcomes	Students have more time at school and more time in the classroom Less interruption to classes with students arriving late and needing escorting to classrooms Leadership and Staff have clear processes, roles and responsibilities regarding attendance and communication with parents and carers Staff refer problem attendance to leadership in a timely manner				
Success Indicators	Attendance data shows an improvement				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	

Create clear roles and responsibilities for all staff so that absences are dealt with in a consistent way	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Class and student attendance recognition	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Analyse attendance data to determine where improvements can be made and where referrals can be made to external agencies	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
SWPBS - continue to train staff in Effective classroom Teaching and Learning systems and support staff to embed these practices	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Work with families and students to improve attendance data - sending letters home	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$34,171.90	\$34,171.90	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$34,171.90	\$34,171.90	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Plan for and schedule opportunities for Learning Specialists to model shared pedagogy (lesson structure, hands on materials, active learning) with an emphasis on differentiation	\$34,171.90
Totals	\$34,171.90

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Plan for and schedule opportunities for Learning Specialists to model shared pedagogy (lesson structure, hands on materials, active learning) with an emphasis on differentiation	from: Term 1 to: Term 4	\$34,171.90	<input checked="" type="checkbox"/> School-based staffing

Totals		\$34,171.90	
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Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Develop a professional learning plan that supports staff to develop strategies for differentiation	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> On-site
Plan for and schedule opportunities for Learning Specialists to model shared pedagogy (lesson structure, hands on materials, active learning) with an emphasis on differentiation	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> On-site
Review planning documentation to ensure that they are inline with agreed pedagogy (lesson structure, hands on materials, active learning) and the school's scope and sequence	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> On-site

<p>Create clear roles and responsibilities for all staff so that absences are dealt with in a consistent way</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team 	<p>from: Term 1 to: Term 1</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources <p>Attendance information from DET</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>SWPBS - continue to train staff in Effective classroom Teaching and Learning systems and support staff to embed these practices</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site